**Teacher:** Mark Meyer **Class:** English **Date:** April 19, 2012 **Grade Level:** 11

**Room Number:** 124 **Period:** 4 **Unit:** Women in Fantasy Genre

**Lesson Number:** 14 of 15 **Topic:** Graceling Socratic Seminar and Class Discussion

***Context:***

Students have read Graceling for homework. Students have also recently finished a video project showcasing how women are portrayed in media, specifically fantasy movies, fantasy video games, and fantasy books. Students have learned about the ways in which women are portrayed in fantasy movies, fantasy video games, and fantasy books. They have seen many examples of and ready many articles on this subject. They have also read Finnikin of the Rock during this unit. Four students (discussion leaders) from the class have also been chosen to write a list of 10 to 15 questions that look critically at Graceling.

***Objectives:***

*Short-Range Objectives:*

Students will be able to apply their understanding of the feminist lens and their critical reading skills to deeply discuss the discourses at work within Graceling.

*Long-term Objectives:*

Students will be able to critically read through a feminist lens.

Students will be able to understand the role of women in modern day fantasy literature, specifically in fantasy YA literature.

*Affective Objectives:*

Through practicing critical reading skills and using a feminist lens, students will be able to understand the underlying discourse in a text and compare it to the dominant discourse and their own views.

Rationale:

1. Administrators: In the past students have had trouble critically reading a text in order to understand author’s viewpoint and underlying message, so this lesson attempts to help correct this problem. This lesson will also teach students the critical reading skills they need to do well on the NYS English Regents Exam.
2. Students: This lesson will teach you how to critically read a text which will allow you too better understand the discourses that are at work in a text. This will equip you will the tools necessary to make informed opinion as an adult and in life. You will also learn discussion skills that will help you throughout your lifetime.
3. Critical Pedagogues: In order to be informed adults, active democratic citizens, and obtain the skills necessary to be a lifelong literacy learner, students will need the critical reading skills and the understanding of the feminist lens in order to uncover the underlying discourses in a text. Students will also learn questioning skills that will help them delve deeper into important issues.

***Standards:***

NYS Speaking and Listening Standards Grade 11 Standard 1:Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics*, *texts*, *and issues*, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.

Procedure:

* Students will come into class and break into 4 groups, with a discussion leader in each group. Student groups are to be as far away from each other as possible.
* Students will discuss the novel Graceling in these groups with the discussion leaders guiding and leading each group. (20 minutes)
* During this time the teacher will walk around to and sit in on each group in order to make sure discussion is going beyond the superficial and the basic, and delving deeper into the discourses and ideologies at work within the novel. Teachers will also make sure there is a discussion going on based on the feminist lens.
* Class will come together in one circle where each group will share what they talked about. The class will then discuss the novel as a whole, again adhering to the same guidelines and standards of the mini group discussions. (20 Minutes)